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AUTHOR Wonacott, Michael E.
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ABSTRACT

This learning module, one in a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with promoting peer acceptance of exceptional students. Addressed in the individual learning experiences are the following topics: promoting peer acceptance (informing, setting an example, providing appropriate activities, and encouraging the formation of support groups for students); assessing the performance of teachers regarding promoting peer acceptance of special needs students in case studies; planning a program to promote peer acceptance of special needs students; and promoting peer acceptance in an actual teaching situation. Each learning experience contains some or all of the following: an objective, instructional text, one or more learning activities, and a feedback activity. (MN)

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# Promote Peer Acceptance of Exceptional Students

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS
The University of Georgia
120 Driftmier Engineering Center / Athens GA 30602

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
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# FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Category L—Serving Students with Special/Exceptional Needs—are designed to enable vocational teachers and other occupational trainers to create learning environments that are accessible, accommodating, and equitable in meeting the instructional needs of individuals in those groups previously denied equal vocational education opportunities. The modules are based upon 380 teacher competencies identified and verified as essential for vocational teachers to meet the special needs of all students in their classes. Included are special populations such as the handicapped, adults pursuing retraining, and students enrolled in programs that are nontraditional for their sex.

Many individuals and institutions have contributed to the research, development, testing, and revision of these significant training materials. Appreciation is extended to the following individuals who, as members of the project technical panel, advised project staff, identified human and material resources, and reviewed draft materials: James B. Boyer, Ken Dieckhoff, Mary M. Frasier, Gerald R. Fuller, Juan Guzman, Jerry Holloway, Barbara Kemp, Jeffrey G. Keily, Betty Ross-Thomson, Ann Turnham-Smith, and Richard Tyler.

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Field testing of the materials was carried out with assistance of field-site coordinators, teacher educators, students, directors of staff development, and others at the following institutions: University of Alabama–Birmingham; Albuquerque Technical-Vocational Institute, New Mexico; University of Central Florida; University of Southern Maine; Maricopa County Community College District, Arizona; Murray State University, Kentucky; University of New Hampshire; SUNY College of Technology–Utica, New York; Temple University, Pennsylvania; Texas State Technical College; Upper Valley Joint Vocational School, Ohio; and Central Washington University.

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Robert E. Taylor
Executive Director
The National Center for Research in Vocational Education

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

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- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS
University of Georgia
120 Driftmier Engineering Center
Athens, GA 30602

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MODULE

# L-6

# Promote Peer Acceptance of Exceptional Students

Module L-6 of Category L—
Serving Students with Special/Exceptional Needs
**PROFESSIONAL TEACHER EDUCATION MODULE SERIES**


Michael E. Wonacott, Program Associate

**The National Center for Research in Vocational Education**
The Ohio State University

**Key Program Staff:**
James B. Hamilton, Program Director
Robert E. Norton, Senior Research Specialist
Lois G. Harrington, Program Associate
Michael E. Wonacott, Program Associate
Karen M. Quinn, Program Associate
Catherine C. King-Fitch, Program Associate



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# INTRODUCTION

Promoting the acceptance of students with exceptional needs by their peers in your vocational-technical program is one of your many duties as a teacher. Acceptance by peers, although important for any student, becomes critical for your students with exceptional needs.

Students with exceptional needs are sometimes rejected by their peers because of ignorance and misinformation. People do not always have accurate information about persons with exceptional needs or their conditions. They may not realize that persons with exceptional needs are individuals just like everyone else. They may not understand that there is more to a hearing-impaired person than a hearing impairment.

Furthermore, people sometimes have very stereotypical ideas of what persons with exceptional needs can do. Persons with exceptional needs may be considered "weird," "helpless," "different," or "dumb" by their peers in society at large. Misinformation may lead to stereotypes, which, in turn, may lead to prejudice.

You can promote peer acceptance of students with exceptional needs in your program, however. You can combat misinformation with accurate information. You can overcome stereotypes and prejudice by the example you set and by the close and meaningful contact you provide between students with exceptional needs and their peers.

This module is designed to give you skill in promoting peer acceptance of students with exceptional needs, so that you can provide the most favorable possible atmosphere for their success in your vocational-technical program.

# ABOUT THIS MODULE

## Objectives

**Terminal Objective:** In an actual teaching situation, promote peer acceptance of exceptional students. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 27–28 *(Learning Experience III)*.

**Enabling Objectives:**

1. After completing the required reading, critique the performance of the teachers described in given case studies in dealing with peer acceptance of students with exceptional needs *(Learning Experience I)*.
2. Given a profile of a student with exceptional needs, plan a program to promote peer acceptance of that student *(Learning Experience II)*.

## Prerequisites

The modules in Category L are **not** designed for the prospective teacher with no prior training and/or experience. They assume that you have achieved a minimal level of skill in the core teacher competencies of instructional planning, execution, and evaluation. They then build on or expand that skill level, specifically in terms of serving students with special/exceptional needs.

In addition, to complete this module, you should have defined or redefined your educational philosophy to include your responsibility for serving students with exceptional needs; and you should have competency in identifying and diagnosing the needs of these students. If you do not already meet these requirements, meet with your resource person to determine what method you will use to do so. One option is to complete the information and practice activities in the following modules:

- *Prepare Yourself to Serve Exceptional Students,* Module L-1
- *Identify and Diagnose Exceptional Students,* Module L-2

## Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

### Learning Experience I

Optional

*Reference:* Thayer, Louis, ed. *Fifty Strategies for Experiential Learning: Book One.* La Jolla, CA: University Associates, 1976.

### Learning Experience II

Required

*A resource person* to assess your competency in planning a program to promote peer acceptance of a student with exceptional needs.

### Learning Experience III

Required

*An actual teaching situation* in which you can promote peer acceptance of exceptional students.

*A resource person* to assess your competency in promoting peer acceptance of exceptional students.

## Terminology

**Special/Exceptional Needs:** Referred to in the modules simply as exceptional needs, this term refers to those needs that may prevent a student from succeeding in regular vocational education classes without special consideration and help. The following types of students are included in our definition of students with exceptional needs:

- Persons enrolled in programs nontraditional for their sex (e.g., the male in home economics)
- Adults requiring retraining (e.g., displaced homemakers, technologically displaced)
- Persons with limited English proficiency
- Members of racial/ethnic minority groups
- Urban/rural economically disadvantaged
- Gifted and talented
- Mentally retarded
- Sensory & physically impaired

## General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

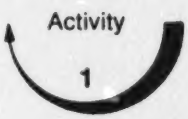
The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

# Learning Experience I

## OVERVIEW

After completing the required reading, critique the performance of the teachers described in given case studies in dealing with peer acceptance of students with exceptional needs.




You will be reading the information sheet, Promoting Peer Aceptance, pp. 6–12.

You may wish to read the following supplementary reference: Thayer, ed., *Fifty Strategies for Experiential Learning: Book One.*

You will be reading the Case Studies, pp. 13–16, and critiquing the performance of the teachers described.

You will be evaluating your competency in critiquing the teachers' performance in dealing with peer acceptance of students with exceptional needs by comparing your completed critiques with the Model Critiques, pp. 17–18.

Activity 1

It is important for students with exceptional needs to be accepted as friends and equals by their peers in the classroom or laboratory. For information on promoting peer acceptance of students with exceptional needs in your vocational-technical program, read the following information sheet.

# PROMOTING PEER ACCEPTANCE

Picture this scene. You just got a new job that pays a lot more money. You're moving into a new neighborhood in a new town. You're very happy with your new place. You're looking forward to meeting the new people on the block.

As you cart the last box into the house, you wonder how you'll work up your nerve to go meet the new neighbors. Then—no sooner said than done—two of these new neighbors drop by to introduce themselves and welcome you to the neighborhood. They are quite friendly. Their tone is warm, and they seem eager to get to know you. You are immensely pleased.

However, as they look around, they get cooler and cooler. They ask if the couch and chairs are old pieces of furniture that will go in the basement. They arch their eyebrows when you answer that they are, in fact, your living room furniture. This gives you pause.

Being hospitable, you offer lemonade. They accept. The first glasses you can find are those old jelly glasses your mother gave you when you first left home. As you hand over the glasses, the new neighbors suppress smiles. You are too polite to notice.

Finally, one of them looks out the window, notices your 1963 Clunker DeLuxe in the driveway, and asks if your hobby is restoring old cars. You answer weakly that, no, this is the car you drive to work every day. They respond, amid much guffawing, that this does have its advantages—at least you don't have to worry about getting dents in the parking lot, right? You put on your most convincing smile as you think back on all the good times you've had in that old car. You're a little hurt.

Your new neighbors are ready to leave. You exchange goodbyes and promise to get together again real soon. But you see that they are glancing over their shoulders and snickering as they walk away. You feel miserable.

Things started off so nicely. What went wrong?

What went wrong was that, unfortunately, your new neighbors—who are your new peers—decided that they didn't care too much for you. They did not accept you. Furthermore, they made this decision based on some rather superficial reasons—your old furniture, your inelegant glassware, your dilapidated automobile. Then, to add insult to injury, they laughed at you when they thought you couldn't see them. Of course you felt miserable.

Knowing how you would have felt in this situation, imagine how students with exceptional needs feel when the same thing happens to them in the vocational-technical classroom or laboratory. You, at least, have the advantage of being a mature adult, with a certain amount of poise and experience in life. Your students with exceptional needs, however, may not have these advantages. Many of them are not mature adults. They are less likely to be poised. They have probably had less experience in life. If you would have been hurt by the rejection of your peers, they may well be crushed.

The reasons that students with exceptional needs may not be accepted by their peers are often just as superficial as the reasons in the previous case. They are more damaging, however, because they attack the person directly. In the hypothetical case, you were not accepted because of your possessions; students with exceptional needs are not accepted because of personal characteristics. It is one thing to deal with someone who thinks your car is a wreck or your furniture is beat up. It is another matter entirely to deal with someone who thinks you are ugly—or stupid or helpless or weird or inferior.

Consider, for example, a mentally retarded student who may be entering your program. This student may have a low self-concept from a lifetime of being called "dumb" and "different." Entering the class, the student will naturally be on edge, anticipating the same old reaction from the other students in the class. How can this student, whose abilities may be limited to start with, be expected to perform well in this new setting?

Many of your other students with exceptional needs may also have a low self-concept and lack confidence. A displaced homemaker going back to school or college for the first time in twenty years may feel quite apprehensive. A student with a visual, speech, or hearing impairment could feel self-conscious because of this impairment. Students who are members of racial or ethnic minority groups (e.g., blacks, Hispanics, Asian Americans) might enter the program completely discouraged by their previous experiences with white middle-class Americans. In all of these cases, a rejection by peers in the vocational-technical program will

make the already disquieting experience of the student with exceptional needs even more difficult.

Thus, it is important to help students with exceptional needs perform successfully in your program by promoting the acceptance of these students by their peers in the classroom or laboratory. Peer acceptance of students with exceptional needs may make all the difference between their success and failure. By promoting peer acceptance, you will be providing a more favorable atmosphere in your program—an atmosphere that emphasizes the positive and allows each of your students with exceptional needs to live up to his or her own full potential.

This brings us to the important question: How can you, as a vocational-technical instructor, promote peer acceptance? How can you get your students to accept the students with exceptional needs who are enrolling in your program just as they would any other students? As you will see, promoting peer acceptance involves four basic, common-sense steps:

- **Inform students about their peers with exceptional needs**—Give them the information they need to understand about students' exceptional needs. At the same time, however, stress the fact that all students—with exceptional needs or not—have many characteristics, interests, and feelings in common.
- **Set an example of acceptance**—Show by your words and actions that you accept students with exceptional needs for what they are—real human beings, with their own feelings, hopes, aspirations, strengths, and weaknesses. Involve class leaders in setting an example with you.
- **Provide appropriate activities**—Plan activities that will allow all your students to interact, cooperate, relate to one another, and increase their understanding of other cultural backgrounds.
- **Encourage student support groups**—Support groups can help students with exceptional needs feel that they are not alone and that others care about them, their feelings, and their success.

## Inform

One reason that students may not accept peers with exceptional needs is that they lack accurate information about exceptional needs. In general, people have only a stereotypical idea of what it means to be blind, deaf, in a wheelchair, mentally retarded, and so on. Because of the inaccuracy of these stereotypes, people believe many things about individuals with exceptional needs that are simply untrue.

You may, on occasion, have a student with exceptional needs in your program who does fit the stereotype closely—a mentally retarded student, for example, who is socially awkward, slow in thinking and reacting, physically clumsy, and unable to concentrate. The student with exceptional needs who fits the stereotype is the exception rather than the rule, however. Most students with exceptional needs will not fit any stereotype. You will find that all students with exceptional needs are individuals. Thus, the details of their exceptional conditions will vary greatly from one individual to the next.

Since most people have misconceptions about individuals with exceptional needs, the best thing for you to do is simply to **supply students with accurate information.** When a student with exceptional needs is entering your program, you should be sure your students have accurate, unbiased information about the exact nature of that student's condition. In this way, students will have a more realistic basis for relating to the peer with exceptional needs. In other words, you may need to **orient** your students to the needs and characteristics of a peer with exceptional needs. You should tell them what the student's condition is and what this implies in the classroom or laboratory.

If, for example, a visually impaired student is entering your program, you might take a few minutes before the student arrives to tell the class about the new student. You could describe to your students the extent of this student's visual impairment. Then, you could tell them how this visual impairment will affect the student's performance in the program. The student

might, for instance, need peer assistance in reading print materials. The student might use a guide dog or a cane while navigating in the building.

In addition, students should be made aware that visually impaired people often do not maintain eye contact when they are speaking with someone. In general in the American culture, we expect people to maintain eye contact when talking to us. If students are not aware of this difference, they may misinterpret the visually impaired person's lack of eye contact. They may think the person is being disrespectful or dishonest or showing some other negative feeling.

You should not, however, limit your orientation to information about students' **differences.** If you emphasize the differences between students with exceptional needs and their classroom peers, you will likely only perpetuate prejudice and misunderstanding. Rather, you need to stress the fact that students with exceptional needs—like all other people in the world—are real human beings, with their own hopes, feelings, strengths, and weaknesses. Furthermore, they have many **qualities in common** with everyone else.

The student discussed previously, for example, is not simply a visually impaired person. Rather, this student may be a person who wants to have a career in your occupational specialty, who dances like Fred Astaire, who doesn't care much about cooking, who loves guitar music, **and** who can't see well. Presented in this manner, the student's visual impairment becomes one—and only one—of a long list of attributes describing the person.

Rather than just being a visually impaired person, the student is a person who is this, that, something else, and, coincidentally, blind. By presenting a student's exceptional condition in this manner, you are not denying its existence. You are simply putting it into its proper perspective as a part of the whole, rather than as the whole itself.

Another option to consider in giving your students information on the exceptional needs of their peers is to **make students aware of other sources of information.** Organizations in your institution or in the community may offer workshops or panel discussions about persons with exceptional needs and their conditions. They may sponsor awareness activities in which students have the chance to "walk a mile in the other person's shoes."

In this latter kind of activity, an exceptional condition is realistically simulated to allow students to experience its effects firsthand. Students might be blindfolded, for example, to discover what it's like to be blind. Or, the group might arbitrarily select some physical characteristic—blond hair, for instance—and discriminate against people with that characteristic. Students have the opportunity to feel directly the injustice and frustration of being the object of discrimination.

Besides making your students aware of activities of this kind, you might recommend to organizations in your secondary or postsecondary school (e.g., student council, vocational student organization) that they sponsor such activities. There will doubtless be students with exceptional needs enrolled in many programs and classes in your institution. All of these students and their peers could benefit from these activities.

You can also keep your students informed about events in the community at large that could increase their acceptance of persons with exceptional needs. Community organizations may provide information and programs about exceptional conditions. There may be movies showing locally about persons with exceptional needs and their experiences. There may also be television programs dealing with these topics that students could watch.

If you have students with physical or sensory handicaps, you might also **tell your students how to offer help** to them. There may be instances when a student with exceptional needs clearly needs help without being asked. If, for example, a student in a wheelchair is obviously struggling to open a door, it would be appropriate to go ahead and help without actually asking. When it is plain that the student is having difficulty, a simple "Here, let me give you a hand" should be enough.

On the other hand, students with exceptional needs should often be asked if they want help. A student on crutches might, in fact, appreciate an offer to carry his/her books. However, students need to understand that they should not just walk up and grab the books. A simple offer to help would first be in order. Furthermore, you should explain that some students with exceptional needs are embarrassed when others try to help them. They prefer to be independent and do it themselves. In either case, asking first may save hurt feelings later.

You should use your judgment and common sense in informing students about peers with exceptional needs. A gifted student may not benefit from your informing the entire class that he or she has an IQ of 182. It would be superfluous to point out to students that the new student in the third row is black or older or of the opposite sex from the other students. You do not need to tell students the obvious.

How you inform students about peers with exceptional needs will also depend on each situation. In some cases, it may be necessary only to inform students individually, as the need arises. A student whose work station is next to that of a student with exceptional needs, or an individual who shows hostility toward a peer with exceptional needs, for example, might need to learn more about that peer. If you are providing information to all your students, you should do so in a way that does not embarrass the student with exceptional needs.

## Set an Example

Another reason that students may not accept peers with exceptional needs is that they have never seen anyone else do so. People in our society sometimes seem uncomfortable around people with handicaps or differences. This kind of prejudice, while deplorable, does explain to a certain extent why students with exceptional needs receive such unfair treatment from their peers in the classroom or laboratory.

An obvious strategy to overcome this prejudice against students with exceptional needs is to **set an example of acceptance** yourself. Remember that your words and actions have a great effect on your students. They should have respect for you and what you do and say. You should be one of your students' most important role models.

Thus, you need to show all your students that you personally consider students with exceptional needs to be just like the rest of the world. Assume, for instance, that you have a student in your program whose left arm is amputated at the elbow. Perhaps the student was in a serious automobile accident.

It is likely that this student will be able to use the stump in certain tasks involving manipulation of objects. If this is so, you should, at some point, discuss with the student the extent to which the stump can be used. In other words, can the student steady a piece of material with the stump while using a tool with the other arm or hand? Once students see and hear you openly discussing this student's physical condition, their own thinking about the condition and the student may be clarified.

Many people react negatively to unusual physical conditions out of fear of the unknown. They have no experience whatsoever with individuals whose physical condition is significantly different from their own. This fear is best handled by making the unknown known. You can do this, first, with the information you provide on the student's condition and, second, with the example you set in dealing with the student's condition.

You should also set an example in the language you use with your exceptional students. You should never, for instance, refer to a student as a "retard." You should never use racist or sexist language. If your language shows that you treat students with exceptional needs with dignity and respect, your students will be more likely to do the same.

Another excellent technique for promoting peer acceptance is to **involve class leaders in setting an example** of acceptance. Class leaders are the opinion leaders of the students in your program. An example of acceptance set by the class leaders may be even more effective with your students than the one you set yourself. When the students in your program see their own peers, whose opinions they respect, treating students with exceptional needs as equals, they may begin to change their own thinking.

You can identify the class leaders in your vocational program by using a sociogram.[1] The sociogram helps you identify class leaders by showing the degree of acceptance or rejection of individual students by other members of the peer group. The students most highly accepted by their peers are the class leaders.

To involve class leaders in promoting acceptance of students with exceptional needs, you can start by taking the direct approach. You can speak with the identified class leaders privately. You might tell them that you need their assistance in getting the students in your program to accept peers with exceptional needs. The class leaders can then help you in your task of promoting peer acceptance by helping the students with exceptional needs on a one-to-one basis.

Class leaders could act as readers for a visually impaired student, note-takers for a hearing-impaired student, or tutors for a mentally retarded student. They could help a student in a wheelchair get from one class to another, if necessary. They could also help ease a student's way into the new peer group socially. They could introduce the student with exceptional needs to individual students who have similar interests, experiences, or backgrounds.

Do not rely solely on class leaders to gain acceptance of students with exceptional needs by their peers in your program. Use these class leaders simply as the cutting edge to gain acceptance by other students. Your goal should be to involve all your students by first involving the class leaders.

## Provide Appropriate Activities

Probably the most effective strategy to use in promoting peer acceptance of students with exceptional needs is to provide activities that will involve all your students in working together. Meaningful and repeated contact with persons with exceptional needs has been shown to yield great results in overcoming any prejudice against them. So, put your students to work with one another. Have them work together in pairs, small groups, large groups—any combination is good as long as it provides the necessary contact between students.

You should concentrate your efforts on providing **activities with a purpose.** It is the purpose of the activity that makes the contact between students meaningful. Thus, you will need to provide activities that allow all your students to interact, cooperate, and relate to one another, and to increase their understanding of other cultural backgrounds.

### Interact, Cooperate, and Relate

One logical activity involving student interaction and cooperation would be **group projects.** While working on a project as a group, your students will more likely come to see one another without prejudice or fear. Working together on projects can give students the opportunity to interact. This interaction allows students to see that peers with exceptional needs are not what they might have thought them to be. Rather, they are simply people like everyone else.

Modified group activities or projects can be used very productively to encourage not only interaction, but cooperation as well. To structure a group project to require student cooperation, you need to divide students' responsibilities so that each student contributes a piece of work upon which all the other students depend. You should, however, ensure that the responsibility assigned to a student with exceptional needs is one at which he/she can, in fact, excel. Don't make the other students in the group wait while the peer with exceptional needs struggles through a task you knew would be too difficult or time-consuming.

For example, a home economics teacher might assign making lemon meringue pies as group projects. Each student could be assigned specific responsibility

1. To gain skill in using sociograms, you may wish to refer to Module F-1, *Gather Student Data Using Formal Data-Collection Techniques.*

for part of the work: one, the crust; another, the lemon filling; a third, the meringue. Each student would make his or her own part. Then all three parts can be put together to make the finished pie.

In this manner, each student is dependent on the others for successful completion of the whole project. If any one part of the recipe is poorly done—crust, filling, or meringue—then the overall quality of the project will be affected. In other words, it won't matter how good the filling and meringue are if the crust is dry and tough.

When students are dependent upon one another's efforts, they generally are more motivated to see that all work is done correctly. Thus, they may be willing and even glad to help one another, thereby cooperating to achieve a common goal. In the course of this cooperation, students will again have the opportunity to see that peers with exceptional needs are, in fact, real people, with normal strengths and weaknesses. That is, Mary may well be in a wheelchair, but she rolls out a crust with the best of them.

Other activities can serve equally well both to promote student interaction and cooperation and to make students more skillful in relating to other people. You can conduct **group discussions** in your classroom or laboratory, for example. Group discussions can involve all your students in the exchange of ideas, perspectives, and information. As you guide the discussion, you should encourage each student to contribute. By hearing the contributions that students with exceptional needs make in the discussion, their peers have another chance to realize that these students are whole people, different only in detail from themselves.

A further advantage of a group discussion is that it is an exercise in interpersonal relations. As the discussion develops—with all taking equal part and making equal contributions—students can become aware of the importance of respecting another person's point of view. They can begin to see that it is possible to disagree strongly with another person, yet still maintain good relations with that person by disagreeing politely and respectfully. They can come to understand that everyone has ideas and opinions that arise from personal experience and that all these ideas and opinions are equally valid.

Involving students in presenting **panel discussions** creates another opportunity for students to work together. Fewer students are directly involved in a panel discussion than in a group discussion. However, the listeners see the panelists more fully and clearly. Having a student with exceptional needs participate in a panel discussion can make a powerful impression on the other students. Seeing this student participate on equal terms and with equal skill in the discussion, classroom peers will discover that the terms *weak, weird,* and *dumb* do not apply.

Furthermore, **brainstorming and buzz groups** also provide the opportunity for students to work together in a structured situation. In either case, students can see that peers with exceptional needs have thoughts and ideas just as good as their own. In addition, these activities give students experience in acting in a particular role—leader, participant, or recorder. They can see how changing roles changes the way we act. They can also see that some people are good in some roles and not in others, but that everyone is good at something.

You can also use **tutoring** to promote peer acceptance. Involving students in instructing other students gives you one more opportunity to mix students with exceptional needs and their peers. If the student with exceptional needs is the tutor, this allows the peer to see that this student has a great deal of skill and knowledge to share. If the student with exceptional needs is being tutored, this allows the peer to see that the problem of learning is the same for all students, exceptional or otherwise. Furthermore, having students work together in this structured situation gives them experience at working in different roles and an understanding of how roles affect behavior.

Finally, you can have students with exceptional needs give **presentations or demonstrations** to other students. This, again, allows students to see that peers with exceptional needs have skills and knowledge to share. You might, for example, have a mentally retarded student demonstrate a skill to other students. This would be the perfect antidote for those students who think that the mentally retarded cannot be competent at anything. The mentally retarded student may well have areas of weakness, but will just as well have areas of strength.

These suggestions, of course, are not meant to limit the kinds of activities you provide for students. Any activity that helps students interact, cooperate, and relate to one another is worthwhile. You may be able to obtain further suggestions from your colleagues on the teaching staff, guidance counselors, or anyone involved in working with groups.

### Increase Intercultural Understanding

Some students with exceptional needs are considered exceptional because their cultural background is different from that of the majority of students. This could apply to black students, Hispanic students, Asian-American students, and others. To increase peer acceptance of these students, you should increase students' understanding of different cultural backgrounds.

The so-called average white middle-class American student, for example, may find it very strange that a Vietnamese student looks at the floor and speaks in a soft voice when addressing the teacher. This behavior would probably be considered disrespectful. In Vietnamese culture, however, this behavior is considered highly respectful. In order to promote peer acceptance of students from different cultural backgrounds, you must familiarize students with such differences.

Thus, you might have a Vietnamese student give a presentation on what schools are like in Vietnam. Once other students understand that the classroom atmosphere is different in Vietnam and that people act differently toward each other there, they will be more able to accept the differences in the Vietnamese student's behavior. If students can see **why** the behavior occurs, they will be less likely to think that the behavior is "weird"—not to mention "wrong."

You could also have students from different cultural backgrounds give folk demonstrations for your class. A home economics teacher might, for example, have such a student demonstrate the preparation of a dish typical of his/her culture. Other demonstrations that might be relevant to your service area could relate to the arts and crafts of the student's culture, alternative forms of medicine, traditional techniques of hunting and fishing, and so on. Use your imagination to discover what demonstrations could be relevant to your own program. Then, have students from different cultural backgrounds give these demonstrations.

## Encourage Student Support Groups

Another strategy you can use to promote peer acceptance of students with exceptional needs is to encourage the development of student support groups. This technique can help students with exceptional needs to be more at ease in their new situation in the vocational-technical classroom or laboratory.

We have made the point, over and over, that students with exceptional needs are, in fact, no different from the other students in your program. Understanding this, and communicating it to all your students, is an essential part of promoting peer acceptance of students with exceptional needs. However, students with exceptional needs are themselves sometimes the last to come to this understanding.

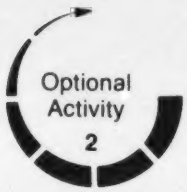
Students with exceptional needs sometimes do consider themselves different because they have been told that they are, over and over again. Further, they have often been treated as though they were different. Because of this, they may need to come to a new understanding of themselves. They may need to see and to feel a sense of identity with others.

Support groups can help students with exceptional needs feel this sense of sameness. If a student enrolled in a program nontraditional for his/her sex—a young man in health occupations, for example—has the chance to get together now and then with others in the same situation, he can see that he is not alone and that others share his problems, feelings, and hopes. Once the student comes to feel a sense of belonging, he should be more at ease in his new environment and more able to perform competently in it.

You could identify other students or persons with exceptional needs—in your program, in your institution, or even in the community—and put them in touch with your own students with exceptional needs. To do this, you might contact organizations that deal with specific exceptional populations. Your students with exceptional needs could be encouraged to join such organizations, if appropriate.

Should you find that such support groups do not exist in your school or community, you might encourage your students with exceptional needs to organize them. This could be done formally, with students initiating a local chapter of a national organization. Or, students could simply get together informally to offer each other encouragement and moral support.

Do remember, in dealing with support groups, that your aim is not to isolate students with exceptional needs in exclusive cliques. Your purpose in involving them in support groups is to make them more at ease with their own situation and, thus, to promote acceptance of them by their peers in your program. Support groups serve as a means to an end, rather than as the end itself.




For further information on activities that allow students to become more skillful in relating to one another, you may wish to read Thayer, ed., *Fifty Strategies for Experiential Learning: Book One*. You will find it most helpful to read the introductory remarks, pp. 5–14. The remainder of the book consists of suggested classroom activities. You may find it informative to browse through these activities and to choose one or more to use with your own students.

The following case studies describe how four teachers dealt with peer acceptance of the students with exceptional needs in their vocational-technical programs. Read each situation and then **critique in writing** the performance of the teachers described. Specifically, you should explain (1) the strengths of each teacher's approach, (2) the weaknesses of each teacher's approach, and (3) what each teacher should have done to promote peer acceptance of students with exceptional needs.

## CASE STUDIES

### Case Study 1:

Ms. Nayle was addressing a few remarks to her class about a new student entering the program, due to come to class for the first time the next day.

"Now, students, tomorrow we will have a new student in class, Bob Lund. Bob is mentally retarded. You'll surely notice that Bob is different from the rest of you. This is not his fault, however—most mentally retarded people are different from the rest of us. There's nothing to be done about that. What I want you to do is to treat Bob like a friend and make him welcome in our class.

"Tomorrow's assignment is to read pages 327–341 in your textbook. No questions? Good. Class dismissed."

## Case Study 2:

Mr. Mann was part-way through his demonstration on how to operate a lathe. He had just demonstrated the operation of the lathe while telling students orally what he was doing. Now, he was ready for the second step—having a student operate the lathe while Mr. Mann talked through the process. He needed a volunteer.

"Okay, who wants to come demonstrate how to operate this lathe?"

Joe Agnelli, a young man in a wheelchair, raised his hand. "I can do it, Mr. Mann," he said.

Mr. Mann hesitated for a split second. "Well, thanks, Joe, but I was hoping Ron would volunteer for this. Maybe some other time, all right?"

## Case Study 3:

Mrs. Truscott was at her wit's end and didn't know what to do. She had been trying for weeks to get her students to accept that new Cuban student, Maria Fernandez, as a friend. She was having absolutely no luck, however.

She had started by giving her students a lot of information about Maria. She'd told them how Maria's family had left Cuba and come to the United States, what kind of school Maria had gone to in Cuba, what she had studied, what she wanted to do here in the United States—everything. Furthermore, she had tried her best to set an example by treating Maria just like the other students in her program.

But it didn't work. Every day, Maria just sat there in the back of the class, all by herself, while the other students went about their business. Not one of them seemed to pay a bit of attention to Maria. They never chose her as a partner for group projects. They never asked her advice on anything. No matter how much she lectured the students about Maria, pointed out how much Maria was like them, or treated Maria well herself, they just ignored her. What to do?

## Case Study 4:

Mr. Martin was in his office, planning lessons for his class in carpentry and building trades, when there was a knock on the door. In walked Anne Lewis, a young woman who had just enrolled in his program at the beginning of the term. She looked depressed.

"Anne, what can I do for you?" he asked.

"Oh, I don't know, Mr. Martin. I just feel really out of place with all the guys in this class. I feel like everybody's different from me. None of them can know what it's like for me in this class. I really feel all alone."

"Well now, Anne, I can see why that would bother you. But you know, the guys really do like you. The thing is, they're not used to having girls in the class. It'll just take them a little time to get over that. Meanwhile, you're not really alone. We're all in your corner, even if it doesn't look like it all the time. We're rooting for you. I've got some free time. Would you like to sit down and explain a little further what you're feeling?"

Compare your written critiques of the teachers' performance with the model critiques given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

## MODEL CRITIQUES

### Case Study 1:

Ms. Nayle did seem sincere and well motivated in her attempt to get her students to treat their new peer as a friend and make him welcome in the class. She did make an attempt to ease Bob's way into his new environment and get his new classmates to accept him. It is good that she realized that students need some information about peers with exceptional needs. She did well to tell them that Bob was mentally retarded.

However, Ms. Nayle made a major mistake in the way that she presented this information to Bob's peers. She did not present accurate, unbiased information specifically about Bob's condition. Rather, she presented inaccurate, biased, stereotypical information about mentally retarded people in general. The information she gave her students would only reinforce any existing prejudices and stereotypes—i.e., "They're not the same, they can't help it, and there's nothing you can do about it."

Ms. Nayle should have presented Bob in a completely different light. Instead of stressing how different Bob might be, she should have stressed how much he was like the rest of the students. After all, Bob must have enrolled in Ms. Nayle's program because he wanted to have a career in that area, just like the other students in the class. He must have had other interests, hopes, skills, strengths, and weaknesses, just like the other students in the class.

Had Ms. Nayle given a fair and accurate picture of Bob, she might have achieved a first breakthrough in promoting his acceptance by his new peers. Given her presentation, however, her students would most likely have received Bob indifferently. After all, as far as they knew, he was "just another one of those retarded kids."

### Case Study 2:

If he who hesitates is lost, Mr. Mann's split-second pause may have done him in. He was polite in the way he declined Joe's offer to demonstrate how to operate the lathe. He did at least concoct some excuse about wanting another student to do the demonstration. There was a **small** chance that Joe and the other students would believe this little white lie.

However, Mr. Mann made a serious mistake in handling Joe's offer to perform the demonstration. He had a very good opportunity to set an example of acceptance for his students when Joe volunteered. He should have accepted Joe's offer and allowed him to give the demonstration. This would have accomplished two things.

First, it would have allowed students to see a respected role model treating a student with exceptional needs like a normal person. By accepting Joe's offer, Mr. Mann would have been able to show that Joe's need for a wheelchair was just one part of Joe—it certainly was there, it certainly could not have been denied, but it didn't really make a bit of difference.

Second, if Joe had successfully demonstrated how to operate the lathe, his peers in the laboratory would have seen, perhaps to their surprise, that Joe had knowledge and skills to share with them. They might have begun to overcome thinking that a person in a wheelchair cannot do things. They might have glimpsed the fact that the stereotypes they held were inaccurate and unfair.

Thus, Mr. Mann missed an excellent chance to set an example of acceptance for his students and to let students see the inaccuracy of any stereotypical thinking. We might hope that Mr. Mann would begin to examine his own thinking.

### Case Study 3:

Mrs. Truscott apparently put a lot of hard work into promoting peer acceptance of her Cuban student, Maria Fernandez. She got off to a good start by giving students information about Maria, her background, and her hopes for the future. She also seemed to be working hard at setting an example of acceptance herself—conscientiously treating Maria just like her other students.

So why did the other students continue to treat Maria like an outsider? Probably, they were still treating her poorly because Mrs. Truscott simply hadn't done quite enough. What she had done so far seemed fine, but she overlooked a major strategy for promoting peer acceptance of Maria.

What to do? Mrs. Truscott should have provided activities that would allow Maria and her peers in the program to interact, cooperate, and relate to one another, and to promote intercultural understanding.

There are numerous activities Mrs. Truscott could have used. She could have had students do group projects. Such projects could have been structured so that students simply worked together and interacted. Or they could have been structured so that each student depended on everyone else's work in order to be successful, providing students with the motivation to cooperate by helping one another achieve a common goal.

Mrs. Truscott could also have involved Maria in peer tutoring or in giving presentations and demonstrations. These activities would have allowed Maria's peers to get to know her as a real, whole person, with knowledge and skills to share, strengths, weaknesses, feelings, and so on. Furthermore, some of these activities could have given students a glimpse of Maria's native culture, thus helping them to understand Maria's differing behavior and values.

Since Mrs. Truscott seemed to be off to such a good start in promoting Maria's acceptance by her peers, we would hope that she would go the next step and provide activities that would get all her students to work together. Because she has omitted this step, her efforts so far have gone unrewarded.

## Case Study 4:

Mr. Martin was conscientious and well meaning in his talk with Anne. He made an effort to reassure her about not being alone. He pointed out that the "guys" really did like her, even if that wasn't apparent, and that they all wished her well. What he did was good—as far as it went.

He could have gone further, however. Anne was saying that she felt out of place, different, and alone. She needed to get over these feelings and come to see that she really was the same as the other students. The best way for Mr. Martin to help her do this would have been to encourage her to get involved in a support group.

Mr. Martin could have made Anne aware of other students enrolled in programs nontraditional for their sex. He could have suggested arranging for a group of such students to get together informally—lunch in the cafeteria every Wednesday, for example. Or, he could have pointed out ways for them to organize themselves more formally, perhaps by affiliating with a community or national organization.

Regardless of what kind of support group Anne might have become involved with or how she might have become involved, a support group could have been a great help to her. She could have met and talked with others who shared her specific problems.

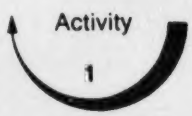
Such a group could have offered her moral support, as she eventually would have to them. In this way, she could have overcome her negative feelings of being out of place, different, and all alone. Instead, she would have begun to feel a sense of sameness with others. With this new sense of belonging, she would probably have been much more at ease in her vocational-technical program and much more likely to be successful in it.

**Level of Performance:** Your written critiques of the teachers' performance should have covered the same major points as the model critiques. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Promoting Peer Acceptance, pp. 6–12, or check with your resource person if necessary.

# Learning Experience II

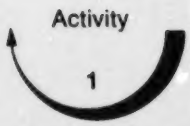
## OVERVIEW

Given a profile of a student with exceptional needs, plan a program to promote peer acceptance of that student.




You will be planning a program to promote peer acceptance of a student with exceptional needs, using the Worksheet, pp. 20–22, as a guide.

Your competency in planning a program to promote peer acceptance of a student with exceptional needs will be evaluated by your resource person, using the Worksheet Checklist, pp. 23–24.




Using the following worksheet as a guide, plan a program to promote peer acceptance of a student with exceptional needs. Read Part I to obtain background information on the student, Patty Webster, and her exceptional condition. Then, develop a plan to promote peer acceptance of Patty in your program, by **responding in writing** to the questions in Part II.

# WORKSHEET

## Part I: Background Information

Patty Webster is an attractive, soft-spoken, and capable student who leads an active and involved life. Patty is a polio victim. She contracted polio when she was two years old and spent several months in the hospital. She has limited use of her right arm and a noticeable limp in her right leg.

In spite of her illness, Patty's spirits have remained intact and she has never felt inferior. Her three older brothers had always been encouraged by her parents to treat Patty just as they would have otherwise and not as a weakling. These three active, healthy boys wanted to make sure that Patty was able to stand up for herself. They engaged her in vigorous play, took her swimming and bowling, and involved her in many of their activities.

Sometimes, Patty would be the only girl in the group, and her brothers were proud of her accomplishments. They were especially proud when Patty would excel in activities that others felt she could not handle. Patty came to be better at some things, such as ping-pong, than any of the neighborhood kids.

Patty continues all these activities today. However, there are some things she cannot do—at least not for long periods of time. She has limited endurance. For example, when she tries to hike, the muscles in her right leg simply give out from overexertion.

Patty also has some physical difficulties in going to school. One of these is carrying armloads of books and supplies. Doors are sometimes difficult or impossible for her to open. She sometimes has trouble climbing the stairs. During winter, it can be very hard for her to maneuver on ice and snow. Last year, she fell twice and was unable to pick herself up because the ice was so slippery. She sometimes uses a cane to navigate.

Patty wants very much to be independent, in spite of the physical difficulties she has—or perhaps because of them. She sometimes becomes upset when people want to do things for her that she is quite capable of doing herself. Often, when she tells people that she can manage, they are offended. This usually makes her feel that no one understands what it is like to have a handicap like hers.

On the other hand, when she really does need someone's help, she is usually too embarrassed to ask for it. She often feels that people will pity her if she asks for help. She would like to have a friend to talk to who could understand this feeling of hers.

Patty now lives at home with her parents and younger brother. She enjoys all kinds of needlecrafts and has made numerous draperies, bedspreads, pillows, and macrame hangings to decorate the Webster home. She beams with pride whenever guests admire any of her work.

Patty plans to get her own apartment as soon as she finishes school and gets a steady job. She looks forward to having friends and family over to her own place. She dates, but her primary interest is in finishing school so that she can be self-supporting. For her, everything else is secondary.

## Part II: Peer Acceptance Plan

1. Identify the specific information you would give your students about Patty's exceptional condition.

2. Identify other information you would give students about Patty.

3. How would you set an example of acceptance for your students?

4. What activities would you provide to allow all your students to interact, cooperate, and relate to one another?

5. How would you help Patty deal with her feeling of isolation—that no one understands her and that she needs a friend to talk to?

After you have completed your peer acceptance plan, arrange to have your resource person review and evaluate your plan. Give him/her the Worksheet Checklist, pp. 23–24, to use in evaluating your work.

# WORKSHEET CHECKLIST

**Directions:** Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

| | LEVEL OF PERFORMANCE | | | |
|---|---|---|---|---|
| | N/A | No | Partial | Full |
| **Specific information to be provided about Patty's condition included:** | | | | |
| 1. that Patty was a polio victim | ☐ | ☐ | ☐ | ☐ |
| 2. that Patty has limited use of her right arm | ☐ | ☐ | ☐ | ☐ |
| 3. that Patty has a noticeable limp in her right leg | ☐ | ☐ | ☐ | ☐ |
| 4. that Patty has limited endurance in certain things | ☐ | ☐ | ☐ | ☐ |
| 5. that Patty experiences some difficulties because of her condition (e.g., carrying books, opening doors, walking on ice and snow) | ☐ | ☐ | ☐ | ☐ |
| 6. when and how to offer Patty help—without offending her pride or need to be independent | ☐ | ☐ | ☐ | ☐ |
| 7. how Patty's performance in the laboratory will be affected by her: | | | | |
| a. limited use of her right arm | ☐ | ☐ | ☐ | ☐ |
| b. limp in her right leg | ☐ | ☐ | ☐ | ☐ |
| c. limited endurance | ☐ | ☐ | ☐ | ☐ |
| **Other information to be provided about Patty included:** | | | | |
| 8. her sports activities (swimming, bowling, ping-pong) | ☐ | ☐ | ☐ | ☐ |
| 9. her interest in needlecrafts | ☐ | ☐ | ☐ | ☐ |
| 10. her goal of finishing school and being self-supporting | ☐ | ☐ | ☐ | ☐ |
| 11. an emphasis on feelings, interests, etc., that Patty shares with other students | ☐ | ☐ | ☐ | ☐ |
| **Plans to set an example of acceptance included:** | | | | |
| 12. treating Patty like other students in the program | ☐ | ☐ | ☐ | ☐ |
| 13. reviewing openly with Patty the extent of her handicapping condition and its effect on performance | ☐ | ☐ | ☐ | ☐ |
| 14. involving class leaders in setting an example of acceptance | ☐ | ☐ | ☐ | ☐ |

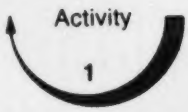
| | N/A | No | Partial | Full |
|---|---|---|---|---|
| **Activities were planned that would provide students with the opportunity for:** | | | | |
| 15. having meaningful, structured contact with Patty | ☐ | ☐ | ☐ | ☐ |
| 16. cooperating by making individual success dependent on others' success | ☐ | ☐ | ☐ | ☐ |
| 17. acting in a variety of roles (e.g., in group discussions, panel discussions, peer tutoring) | ☐ | ☐ | ☐ | ☐ |
| 18. seeing that Patty has knowledge and skills to share | ☐ | ☐ | ☐ | ☐ |
| 19. overcoming stereotypes concerning persons with exceptional needs | ☐ | ☐ | ☐ | ☐ |
| 20. realizing that they share goals, feelings, and interests with Patty | ☐ | ☐ | ☐ | ☐ |
| **Plans to help Patty deal with her feeling of isolation included:** | | | | |
| 21. identifying other persons with exceptional needs in the program, institution, or community | ☐ | ☐ | ☐ | ☐ |
| 22. putting Patty in touch with these persons | ☐ | ☐ | ☐ | ☐ |
| 23. encouraging Patty to join appropriate organizations | ☐ | ☐ | ☐ | ☐ |
| 24. encouraging Patty to organize an appropriate support group if necessary | ☐ | ☐ | ☐ | ☐ |

**Level of Performance:** All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, revise your plan accordingly or check with your resource person if necessary.

# Learning Experience III

## FINAL EXPERIENCE

In an **actual teaching situation,*** promote peer acceptance of exceptional students.




As part of your duties as a teacher, promote peer acceptance of students with exceptional needs. This will include—

- informing students about their peers with exceptional needs
- setting an example of acceptance
- providing activities to allow students to interact, cooperate, and relate to one another
- encouraging student support groups

**NOTE:** Due to the nature of this activity, you will need to have access to an actual teaching situation over an extended period of time (e.g., one to three weeks).

As you perform each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange in advance to have your resource person review any documentation you have compiled. If possible, arrange to have your resource person observe at least one instance in which you are actually conducting activities to promote peer acceptance of students with exceptional needs.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 27–28.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in promoting peer acceptance of exceptional students.

*For a definition of "actual teaching situation," see the inside back cover.

NOTES

# TEACHER PERFORMANCE ASSESSMENT FORM

Promote Peer Acceptance of Exceptional Students (L-6)

Name _____

Date _____

Resource Person _____

**Directions:** Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

| | LEVEL OF PERFORMANCE | | | | | |
|---|---|---|---|---|---|---|
| | N/A | None | Poor | Fair | Good | Excellent |
| **The teacher informed students about peers with exceptional needs by:** | | | | | | |
| 1. giving accurate, unbiased information about the exact nature of the students' exceptional conditions | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. telling students about the extent of the exceptional conditions | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. telling students about the probable effects of the exceptional conditions on the students' performance in the program | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. including information on the students' interests, goals, hobbies, etc. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. emphasizing qualities students with exceptional needs share with other students | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **The teacher set an example of acceptance by:** | | | | | | |
| 6. treating students with exceptional needs like other students in the program | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 7. reviewing openly with each student with exceptional needs the extent of his/her condition and its effect upon performance | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8. involving class leaders in setting an example of acceptance | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **The teacher assigned activities that would provide students with the opportunity for:** | | | | | | |
| 9. having meaningful, structured contact with peers with exceptional needs | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 10. cooperating, by making individual success dependent on others' success | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 11. acting in a variety of roles (e.g., in group discussions, panel discussions, peer tutoring) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 12. seeing that students with exceptional needs have knowledge and skills to share | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| | N/A | None | Poor | Fair | Good | Excellent |
|---|---|---|---|---|---|---|
| 13. overcoming stereotypes concerning persons with exceptional needs | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 14. realizing that they share goals, feelings, interests, etc., with peers with exceptional needs | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **The teacher encouraged student support groups by:** | | | | | | |
| 15. identifying other students or persons with exceptional needs in the program, institution, or community | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 16. putting students with exceptional needs in touch with these persons | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 17. encouraging students with exceptional needs to join appropriate organizations | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 18. encouraging students with exceptional needs to organize appropriate support groups if necessary | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**Level of Performance:** All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR, response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

# ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

### Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

### Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

### Terminology

**Actual Teaching Situation:** A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an in-service teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

**Alternate Activity or Feedback:** An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

**Occupational Specialty:** A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

**Optional Activity or Feedback:** An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

**Resource Person:** The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

**Student:** The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

**Vocational Service Area:** A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

**You or the Teacher/Instructor:** The person who is completing the module.

### Levels of Performance for Final Assessment

**N/A:** The criterion was not met because it was **not applicable** to the situation.

**None: No attempt** was made to meet the criterion, although it was relevant.

**Poor:** The teacher is unable to perform this skill or has only **very limited ability** to perform it.

**Fair:** The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

**Good:** The teacher is able to perform this skill in an **effective** manner.

**Excellent:** The teacher is able to perform this skill in a **very effective** manner.

# Titles of the National Center's Performance-Based Teacher Education Modules

### Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

### Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

### Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart
C-30 Provide for Students' Learning Styles

### Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

### Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory
E-10 Combat Problems of Student Chemical Use

### Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

### Category G: School-Community Relations

G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

### Category H: Vocational Student Organization

H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
H-2 Establish a Vocational Student Organization
H-3 Prepare Vocational Student Organization Members for Leadership Roles
H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Vocational Student Organization
H-6 Guide Participation in Vocational Student Organization Contests

### Category I: Professional Role and Development

I-1 Keep Up to Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

### Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

### Category K: Implementing Competency-Based Education (CBE)

K-1 Prepare Yourself for CBE
K-2 Organize the Content for a CBE Program
K-3 Organize Your Class and Lab to Install CBE
K-4 Provide Instructional Materials for CBE
K-5 Manage the Daily Routines of Your CBE Program
K-6 Guide Your Students Through the CBE Program

### Category L: Serving Students with Special/Exceptional Needs

L-1 Prepare Yourself to Serve Exceptional Students
L-2 Identify and Diagnose Exceptional Students
L-3 Plan Instruction for Exceptional Students
L-4 Provide Appropriate Instructional Materials for Exceptional Students
L-5 Modify the Learning Environment for Exceptional Students
L-6 Promote Peer Acceptance of Exceptional Students
L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
L-8 Improve Your Communication Skills
L-9 Assess the Progress of Exceptional Students
L-10 Counsel Exceptional Students with Personal-Social Problems
L-11 Assist Exceptional Students in Developing Career Planning Skills
L-12 Prepare Exceptional Students for Employability
L-13 Promote Your Vocational Program with Exceptional Students

### Category M: Assisting Students in Improving Their Basic Skills

M-1 Assist Students in Achieving Basic Reading Skills
M-2 Assist Students in Developing Technical Reading Skills
M-3 Assist Students in Improving Their Writing Skills
M-4 Assist Students in Improving Their Oral Communication Skills
M-5 Assist Students in Improving Their Math Skills
M-6 Assist Students in Improving Their Survival Skills

### RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

**For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586**



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